

**COMMISSION ON TEACHER CREDENTIALING**

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**OFFICE OF THE EXECUTIVE DIRECTOR**

Date: March 7, 2003

To: Directors of Currently Funded Pre-intern Programs

From: Sam W. Swofford, Ed.D., Executive Director

Subject: Competitive Grant Process to Implement a Pre-intern Program

This is to inform you that pursuant to the provisions of AB 351 (Scott) enacted in 1997 and contingent on the signing of the State Budget for 2003-2004, \$10.387 million in competitive grants is available to help local education agencies assist teachers in the completion of subject matter requirements.

Local education agencies (school districts, consortia of school districts, and county superintendents of schools) that implemented a funded Pre-intern Program in 2002-2003 are eligible to apply for a grant to implement a Pre-Intern program. Program sponsors that operated a program in 2002-03 and wish to operate a program during the 2003-04 fiscal year must submit an application through this Competitive Grant Process. Grant applicants must be submitted to the Commission, in accordance with the requirements of the enclosed Competitive Grant Process, a grant proposal and an overall plan to increase the number of teachers who meet subject matter requirements. The grants are to provide test preparation programs for participants who will take subject matter examinations.

In addition, grants should be used primarily for consultant fees to provide training, books, test fees for individuals, printing, and instructional materials. For programs proposing to establish an accelerated subject matter option described in the Competitive Grant Process (CGP), a portion of the funds may be used to recruit participants and for costs related to program planning and development.

The enclosed CGP describes the application requirements in more detail. If your agency currently sponsors a Pre-intern Program and is interested in applying for a grant, please respond to the required elements of the proposal and plan within the timeframes indicated in the CGP. A copy of the CGP application is available on the CCTC web site: <http://www.ctc.ca.gov/pre-intern>. An intent to submit an application is due March 15, and applications are due by 12:00 p.m. **April 30, 2003**. All proposals that are submitted by the deadline will be reviewed by panels of education practitioners. The CCTC intends to announce the award of funds during the week of June 5, 2003.

Thank you for your interest in the Pre-intern Program and for your efforts in expanding the pool of teachers who meet subject matter requirements. Questions about this CGP may be submitted to Dr. Suzanne Tyson by e-mail at [styson@ctc.ca.gov](mailto:styson@ctc.ca.gov).

**Request for Applications for the Competitive Grant Process to  
Implement a Pre-Intern Program**



**State of California  
Sacramento, California**

**March, 2003**

***PLEASE NOTE:***

***Programs that were initially approved in 1998-2002 must re-apply in order to be funded.***

**Request for Applications for State Grants to  
Implement a Pre-intern Program**

**California Commission on Teacher Credentialing  
State of California  
February 28, 2003**

**Important Dates**

March 14, 2003:	Deadline for Submission of Intent to Bid Form (attached)
April 30, 2003:	Date Proposals must be at the Commission Office ( <b>NOON</b> )
June 5, 2003:	Date of Grant Award Announcements

# **Section I**

## **Background**

### **Purpose of the Grants**

The Pre-intern Program is designed to assist districts in their efforts to increase the number of credentialed teachers serving in their schools.

AB 351 (Scott) was enacted in 1997 authorizing the creation of Pre-intern Programs for the purpose of providing support and training to emergency permit teachers who have not met subject matter requirements for a credential. The authorizing legislation states that the “commission examine the feasibility of better preparing and retaining pre-interns by providing them with early, focused, and intensive preparation in the subject matter they are assigned to teach.” Pursuant to Education Code Sections 44300, 44305, 44307.5 and 44308, only school districts and county offices of education may apply, singly or in consortia, to obtain Pre-intern funds. Local Education Agencies (LEAs) or institutions of higher education (IHEs) may take the lead in designing, expanding or improving programs, and in sponsoring teaching Pre-intern and internship programs. The law stipulates that \$2,000 will be allocated for each Pre-intern for a one-year period. Pre-interns may be funded for a second year if necessary to reach program goals. Programs funded through this Competitive Grant Process (CGP) will be funded for one year only.

Pursuant to the Education Code, the California Commission on Teacher Credentialing (Commission) is seeking applications from LEAs currently sponsoring Pre-intern Programs for funding. Through this CGP respondents are encouraged to identify ways to realign their current programs with the Federal No Child Left Behind Act (NCLB). Funding can be used for one or more of the four options listed on page 7. Funding will be for the period from July 1, 2003 through June 30, 2004.

### **Federal Law**

NCLB requires that new teachers hired to teach in Title I schools after July 1, 2002, be “highly qualified.” NCLB also requires that all teachers teaching in core academic subjects (i.e. English, reading or language arts, mathematics, science, social sciences, and arts), be “highly qualified” by the end of the 2005-06 school year.

The California State Board of Education (SBE) is currently in the process of determining how NCLB will be implemented in California. In order to review the latest information on the actions of the SBE, you may consult their website at [www.cde.ca.gov/board](http://www.cde.ca.gov/board). Based on Commission staff’s review of the federal regulations related to NCLB, it appears that individuals hired after July 1, 2002 (or the “first day of school” for the 2002-2003 school year) who serve as the teachers of record in Title I classrooms must satisfy the following:

1. Baccalaureate degree;
2. Passing score on CBEST;
3. Subject matter competence;

4. Character fitness; and
5. Either be credentialed or be enrolled in a program that leads to a credential.

The Commission encourages the K-12 community to ensure that all teachers have satisfied subject matter requirements as soon as possible. Through this CGP, the Commission is providing LEAs with opportunities to develop options for Pre-intern Programs that will enable school districts to hire teachers who have demonstrated subject matter competence. Such options would include “front-loading” the Pre-intern Program so that participants acquire and demonstrate their subject matter competency prior to becoming the teachers of record.

Contingent on the appropriation of funds in the 2003-04 Budget Act for the Pre-intern Program, \$10,387,000 is being made available to LEAs to develop and implement Pre-intern Programs that support individuals working toward meeting subject matter requirements for the preliminary teaching credential.

This CGP is an invitation to LEAs to compete for funds to support the local costs of planning, developing, and implementing subject matter preparation programs. The Commission’s purpose in awarding each grant will be to enable the LEA to provide subject matter preparation to the following groups: teachers who were hired prior to July 1, 2002; teachers who are teaching in non-Title I schools; and paraprofessionals hired by LEA’s who are not teachers of record. Teachers hired after July 1, 2002 in Title I schools may be served upon providing documentation of the LEAs efforts to hire fully credentialed teachers. Funding will be granted on a per capita basis with \$2,000 provided per participant.

## Section II

### Conditions for Participating in the Competitive Grant Process (CGP)

The Commission has established the following conditions to govern the CGP:

- (1) **Eligibility to Participate:** Any LEA, a consortium of LEAs, or one or more LEAs that were funded to implement a Pre-intern Program in fiscal year 2002-2003 in collaboration with a college or university.
- (2) **Use of Grant Funds:** Funds granted to a LEA or consortium as a result of this CGP must be used to provide subject matter preparation programs for participants who will take the CSET examination for the Multiple Subject Teaching Credential and/or the CSET examination for the Single Subject Teaching Credential in Mathematics, Science, Social Studies, and English and the PRAXIS/SSAT in other single subject areas. In each instance, the program of subject matter preparation must be aligned with the current CSET examination specifications or the appropriate PRAXIS and SSAT examinations.

In addition, grants should be used primarily for consultant fees to provide training, books, test fees for individuals, printing, and instructional materials. For programs proposing to establish an accelerated subject matter option, a portion of the funds may be used to recruit participants and for costs related to program planning and development. Funds may not be used to pay the costs of developing the grant proposal or to procure equipment, furniture or office space.

- (3) **Amount of Grant Award:** In response to this CGP, an eligible LEA or consortium may apply for \$2,000 for each participant who will be served in the program including participants in accelerated subject matter programs. In order for an LEA to receive funding, program participants must submit an electronic consent form to verify participation in the program, attend test preparation activities and take the appropriate subject matter examination.
- (4) **Eligibility Requirements of Participants:** To be eligible for the accelerated subject matter preparation program, participants must have a grade point average of 3.0 or an assurance from a participating Intern Program that a lower grade point average will not prevent the individual from entering the Intern Program. All participants must meet the following entrance requirements:
  - a) A Baccalaureate degree from a regionally accredited four-year college or university;
  - b) A passing score on CBEST;
  - b) A full-time contract to teach in a participating district, or a contract contingent on subject matter completion for participants in the accelerated subject matter programs;
  - b) Completion of 18 hours of college coursework in specified single-subject areas for single subject authorizations; or completion of 40 hours of college course work in specified general education subjects for the multiple subjects' authorization.

- (5) **Time Frame for Program Implementation:** A participating LEA or consortium will have until June 30, 2004 to provide the test preparation and subject matter preparation components and to send participants to the appropriate subject matter examination(s). When more than one examination is required, it will be the responsibility of the LEA to ensure that each participant has registered for and taken all required examinations. Participants will have until March 1, 2004, to submit electronic consent forms to the Commission. Full LEA funding is contingent upon completion of a consent form by each participant.

## **Section III**

### **Required Program Planning Reports**

Each LEA that accepts a grant award will be required to adhere to the following schedule for reporting to the Commission on the status of the program:

- October 15, 2003** Report on the status of the program plan, including the LEA's progress toward recruiting participants for the accelerated subject matter acquisition program. Include an accounting of funds spent to date, and of funds committed or encumbered to date.
- March 1, 2004** Deadline for submission of participant consent forms for the 2003-04 school year.
- August 30, 2004** Submit a full report to the Commission including the passing rates and hiring rates of all participants as well as a financial expenditure report.

## **Section IV**

### **Elements of a Responsive Grant Proposal**

To be responsive to this CGP and be considered for a grant, an application must include the following elements detailed below. The application document should include a table of contents that shows the page location of each specific element.

#### **(1) Identification of Options.**

Indicate how the program will be designed to serve:

- (a) Individuals hired **before** July 1, 2002, who are serving as teachers of record in Title I and non-Title I schools and who participated in a Pre-intern Program during the 2002-03 program year and will be continuing to participate in the 2003-04 program year.
- (a) Paraprofessionals or substitutes hired by a school district or individuals working at other jobs who will not become teachers of record until they demonstrate subject matter competency.
- (a) Individuals hired **after** July 1, 2002, who are serving as teachers of record in Title I a school that has applied for a waiver or for technical assistance from the US Department of Education because the district is unable to meet the requirements of NCLB.
- (a) Individuals hired after July 1, 2002 in a non-Title I school.

#### **(1) Subject Matter Authorization(s) and Number of Candidates.**

Indicate the type(s) of subject matter authorization(s) (single subject math, single subject social studies, multiple subject, etc.) that candidates in your program will pursue, and provide a rationale for the choice of authorization type(s). The rationale should include an analysis of local demand, including available information about the numbers of emergency permit teachers currently employed by the LEA or LEAs, broken down by the various subject matter authorizations. For each type of subject matter authorization that candidates will pursue, provide a preliminary estimate of the numbers of candidates who are expected to participate in the program during the 2003-2004 program year. Explain the basis for each estimate. Show how these estimated program enrollments compare in size with the total number of teachers hired by participating districts. Describe the criteria that will be used to select program participants who will be the most likely to successfully demonstrate subject matter competence within the timeframe of the program.

#### **(1) Support and Articulation.**

Describe the ways in which support for candidates in groups (a), (b), (c), and (d) above will be differentiated (e.g., networking, cohort groups, etc.) as they are exposed to and gain knowledge of subject matter content. For LEAs that will pursue a program under option (c) above, describe in detail the nature and extent of the efforts have been made to recruit teachers that have completed subject matter and include a copy of the application for technical assistance or a waiver under the provisions of NCLB. Explain plans to bring this category under compliance with NCLB. Also explain the articulation that the LEA has achieved with participating intern programs. Provide detailed information about the intern program's ability and receptivity to enrolling individuals after the completion of subject matter requirements.

**(1) Participant Incentives.**

Describe the incentives that the district(s) will use to attract and retain individuals during both the subject matter and test preparation phase and the hiring phase. Incentives might include stipends, paid positions as paraprofessionals in the school, etc.

**(1) LEA Readiness and Need for a Pre-intern Program.**

Describe recent efforts and initiatives in which collaboration has occurred between the human resource department and the department that will be providing the subject matter training and initial teacher training to program participants. Describe recent efforts in which the human resource department has collected and organized data on the number of teachers to be hired by subject area. Indicate how these prior efforts will contribute to the district(s) success in providing subject matter preparation. Provide the percentage of teachers in the district that have not completed subject matter requirements.

**(1) Program Planning, Leadership and Participation.**

Describe the major responsibilities of each individual who will have a program leadership role. Provide the name, title and department of each individual who will have release time for program planning and implementation. In an Attachments section, include the professional *vita* of each major participant in program leadership.

**(1) Program Planning Organizational Chart.**

Include a diagram that details the reporting relationships and the collaborative relationships that will serve to organize the work to be done under this grant proposal.

**(1) Description of Services Provided.**

Describe the support services the program will provide. Explain how these services will be individualized for each participant. Explain in detail how the subject matter content for each subject authorization will be delivered and how alignment of the subject matter content with the current required subject matter examinations will be ensured. Explain what Initial Teacher Training will be provided and when the training will occur. Explain how individuals will be recruited for the accelerated subject matter program.

**(1) Collaboration.**

Provide a plan for participation in the program by credentialed K-12 classroom teachers, curriculum specialists and/or school-level or district-level administrators. Indicate the extent to which the program planning process will draw on the expertise of (a) practitioners in the schools where the teacher will most likely to be placed when subject matter requirements are completed and (b) the intern programs and teacher preparation programs in which candidates are most likely to enroll when subject matter requirements are completed.

**(1) Extent and Level of LEA Commitment.**

Provide evidence of the LEA's commitment to support the program. For programs that plan to offer an accelerated subject matter preparation option, provide evidence of LEA support for the planning and implementation of the accelerated subject matter test preparation

program. All proposals should include evidence of administrative support, fiscal support and district commitment to the proposed program.

**(1) Program Planning Timetable.**

Provide a realistic timeframe for providing the subject matter and test preparation giving particular attention to the dates when candidates will take the exams. For programs proposing to sponsor an accelerated subject matter program, provide a timeframe for planning and recruiting participants.

Please include the dates when the program proposal will be submitted to the school board(s) for approval. Consistent with Section III of this CGP, the program timeframe must describe the anticipated activities of the program on October 15, 2003, and must include submission of consent forms by March, 1, 2004, and a final report including an expenditure report by August 30, 2004.

**(12) Program Budget.**

Include a budget for the proposed grant award. The budget must identify all cost categories for which funds will be expended during the program planning and implementation period from July 1, 2003 until June 30, 2004. For each cost category, the budget should specify: (a) the amount to be paid from the proposed grant by the Commission, (b) the amount to be paid from local resources (in-kind contributions), and (c) the amount to be paid from other sources (e.g. other federal or private sources).

## Section V

### Organization and Format of the Proposal

To facilitate the review of proposals, each proposal should be arranged in the following overall sequence.

- (A) Section I should include the following:
  - a *front cover* (include the sponsoring LEAs name and indicate that the document is a Grant Application for a Pre-intern Program);
  - a *title page* (LEA name, program name, and date of proposal);
  - an *LEA contact page* (name, title, address, phone, fax and e-mail address of a LEA contact person);
  - an *LEA fiscal officer contact* (name and address where grant payments should be sent); and a *table of contents* (page location of each section of text and each attachment).
- (B) Section II should address the 12 elements described in Section IV above. Section titles and headings should enable a proposal reader to locate each of the 12 elements quickly. It is anticipated that the main body of a proposal will have no more than 20 single-spaced or 40 double-spaced pages of text.
- (C) The attachments should include all documents that support, as necessary, the statements in the body of the proposal including the forms that are attached to this CGP: a lead sponsor page, a co-sponsor page for each participating LEA, a budget form, and a summary of Pre-intern request page. Attachments should include letters of support, written evidence of prior collaborative efforts, course syllabi (as needed to clarify the content of subject matter preparation, and *vitae* of key personnel. Attachments should be numbered or lettered. The *Attachments* section should be paginated and/or tabbed for quick location of the attachments, which should be listed in the table of contents.

## Section VI

### General Information

There will be no “Bidders’ Conference” for this CGP. No substantive questions will be answered by telephone. Questions about this CGP should be submitted in writing via electronic mail (email) to the person and address listed below. Questions will be answered as they are received and disseminated via email to all LEAs that submit an "Intent to Bid" form (attached).

Dr. Suzanne Tyson  
Professional Services Division  
Commission on Teacher Credentialing  
Email: [styson@ctc.ca.gov](mailto:styson@ctc.ca.gov)

## Section VII

### Intent to Bid and Proposal Submission

Each LEA with an interest in this CGP is encouraged to submit the **Intent to Bid** form (attached). To do so will ensure that the LEA receives answers to all questions about this CGP. Submitting the form is not an obligation to submit a proposal. Four copies of the grant application must be delivered to the Commission Office at 1900 Capitol Avenue, Sacramento, CA 95814, no later than **12:00 p.m. April 30, 2003**.

## Section VIII

### Proposal Review Process

The Commission reserves the right to reject any or all applications. Upon their submission, all applications will be the Commission’s property. Following is the schedule for awarding funds pursuant to this (CGP).

April 30, 2003	Four copies of the CGP must be at the Commission’s office by 12:00 p.m.
May 16, 2003	A Proposal Review Team will read, evaluate, score and discuss each application submitted in response to this CGP, and identify the highest scoring proposals. The Review Team will include Commission staff members, representatives from LEAs who have expertise in providing subject matter preparation, and Pre-intern Program Regional Consultants. During the team’s review of a proposal, a representative

of the team may pose clarifying questions to the *Contact Person* named on the front page of the application.

June 5, 2003

The Commission Executive Director announces the results of the CGP.

## Section IX

### Application Evaluation Criteria

Each CGP Review Team member will review, evaluate and rate each grant application in relation to the following *CGP Evaluation Criteria*.

<b>Competitive Grant Process Evaluation Criteria</b>	<b>Maximum Score: Each Criterion</b>
<b>1) Identification of Options</b> The application describes a clear program design for delivering services to one or more of the options described in Section IV. A summary page with numbers of participants served through each option is included with the application.	10 points
<b>2) Subject Matter Authorization(s) and Number of Participants</b> The application provides a strong rational for offering particular subject matter authorizations in the program. The plan targets school credential specialty(ies) in which teacher shortages occur in local area schools (K- 12).	5 Points
<b>3) Support and Articulation</b> The proposal offers a credible prospect that candidates will be supported and retained as they move through the program. Articulation agreements with local Intern programs are a credible part of the plan to provide continued preparation for candidates after they pass subject matter examinations.	10 points
<b>4) Participant Incentives</b> Participants are likely to be attracted to the accelerated subject matter acquisition program (ASAP) and retained and hired.	Points for ASAP Option only 10 Points
<b>(5) LEA Readiness and Need for an Accelerated Subject Matter Program</b> The proposal provides strong evidence that the program would prepare a significant number of participants who pass subject matter examinations to enroll in an Intern Program and become teachers of record. A clear statement of need for the program is provided including the percentage of teachers in the district(s) who have not completed subject matter.	10 Points
<b>(6) Program Planning Leadership and Participation</b> Leadership roles as well as planning and development duties will be assigned to individuals who are well qualified for these roles/duties.	8 Points
<b>(7) Program Planning Organizational Chart</b> The plan for program development and delivery is clear and well-organized, with sound responsibilities and clear lines of accountability.	7 Points

<b>(8) Description of Services Provided</b> The recruitment efforts, support services and the subject matter content and initial teacher training are appropriate for each category of participant and the subject matter aligns with the examination specifications.	12 Points
<b>(9) Collaboration</b> The plan for collaboration is sound, and includes appropriate roles and responsibilities for each department and each participant. There is evidence that articulation between the participant and an Intern Program is likely.	10 Points
<b>(10) LEA Commitment</b> The proposal includes credible evidence of high levels of administrative, fiscal and district support and commitment by the participating LEA(s).	10 Points
<b>(11) Program Planning Timeframe</b> The application provides a realistic timeframe for planning, recruiting, and for providing the test preparation and the subject matter preparation giving particular attention to the dates when candidates will take the exams so that the sponsoring LEA will be able to report initially to the Commission by October 15, 2003 and finally by August 30, 2004.	8 Points
<b>(12) Program Budget</b> The proposal includes a complete budget. The sponsor(s) demonstrate evidence of adding to the effectiveness of the Commission's grant through appropriate contributions from local resources and other (federal, private, etc.) sources. A budget narrative and assumptions accompany the calculations.	10 Points
Bonus Points for Accelerated Subject Matter Preparation Program	10 Points
Total	110 Points

## **Intent to Submit a Proposal For A Pre-intern Program**

**Name of Lead LEA:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**FAX Number:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**E-mail:** \_\_\_\_\_

**FAX to:**

**Dr. Suzanne Tyson  
California Commission on Teacher Credentialing  
(916) 327-3165**

**E-mail Option: [styson@ctc.ca.gov](mailto:styson@ctc.ca.gov)**

## **Appendix A**

<p><b>Lead and Co-Sponsor Cover Pages &amp; Budget and Summary Pages</b></p>
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## One Page Summary of PI Request 2003-2004

Lead Agency/Institution \_\_\_\_\_

Teachers Hired Prior to 02-03		Teachers Hired After 02-03 Assigned to Non Title I Schools		Individuals with contracts pending their passage of subject matter		Teachers who are working toward subject matter, hired after 2002-03 assigned to Title I schools. District has submitted evidence of due diligence in search for fully qualified teachers.	
No. of PIs	State Grant Amount	No. of PIs	State Grant Amount	No. of PIs	State Grant Amount	No. of PIs	State Grant Amount

TOTAL NUMBER OF PARTICIPANTS \_\_\_\_\_

TOTAL GRANT AMOUNT \_\_\_\_\_

**LEAD-SPONSOR COVER PAGE  
FOR THE PRE-INTERN PROGRAM**

Each proposal should include one copy of this cover page for the organization that is serving as lead-sponsor.

(1) Organization Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(2) Contact Person:

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

3) Participation Approved by Authorized Official of the Organization

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CO-SPONSOR COVER PAGE  
FOR THE PRE-INTERN PROGRAM**

Each proposal should include one copy of this cover page for the organization that is participating with the lead sponsor.

(1) Organization Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(2) Contact Person:  
Name: \_\_\_\_\_  
Department \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

3) Participation Approved by Authorized Official of the Organization  
Name: \_\_\_\_\_  
Signature \_\_\_\_\_ Date: \_\_\_\_\_  
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## Pre-intern Budget 2003-2004

Name of Lead Sponsoring Organization: \_\_\_\_\_

Date of Approval: \_\_\_\_\_

Signature of Authorized Executive Officer: \_\_\_\_\_

Title of Officer: \_\_\_\_\_

Objects Class Category	(1) State Funding Request	(2) Explanation of Expenses (Include Calculations)	(3) In-kind Contributions	(4) Justification
1000 Certificated Personnel Salaries  1100 Teachers' Salaries  1300 Supervisors' Salaries  1500 Guidance, Welfare & Attendance  1900 Other Certificated Salaries				
2000 Classified Personnel Salaries  2100 Instructional Aides  2300 Clerical Salaries  2900 Other Classified Salaries				
3000 Employee Benefits  3100 STRS: _____ % 3300 OASDHI: _____ % 3400 Health and Welfare _____ % 3500 Unemployment Ins. _____ % 3600 Wkers. Comp. Ins. _____ %				

### Pre-intern Budget 2003-2004

	(1)	(2)	(3)	(4)
Objects Class Category	State Funding Request	Explanation of Expenses (Include calculations)	In-kind Contributions	Justification
4000 Books, Supplies and Equipment  4100 Textbooks  4200 Other Books  4300 Instructional Supplies  4500 Other Supplies				
5000 Contracted Services  5100 Consultants, Lecturers, Etc.  5200 Travel and Conferences				
7000 Indirect Costs				
<b>Subtotals</b>				